

MARKING KEYS

THREE:

24 marks

Question	9	Guide to Marking Extended Responses	Marks
Definitions			3
Correct definitions, with psychological theory discussed in relation to the topic			3
Correct definitions, but with some inaccuracy.			2
Generalisations, definitions using anecdotal evidence.			1
No definitions.			0
Operant Conditioning			3
States correct process (positive punishment) (1) explains relating to the scenario (adding unpliant-grounding to reduce the behaviour of music too loud – punishment) (2)			3
Process stated but not related to scenario			2
General description of the scenario without using psychological language			1
No psychological evidence or incorrect evidence			0
Use of psychological evidence			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Multi store model of memory			
States Atkinson and Shiffrin			1
3 marks for each main memory of the model 1 mark for naming the memory, 1 mark for explaining the process and 1 mark for relating to the scenario. Maximum 9 marks			9
Sensory Memory Short Term Memory Long Term Memory			
Structure			3
A well-constructed answer, use of appropriate psychological language			3
Answers with well-developed sentences and paragraphs			2
Lack of paragraph structure and incoherent responses			1
Answer is too brief or irrelevant			0
TOTAL			/24

FOUR:

28 Marks

Question	13	Guide to Marking Extended Responses	Marks
Definitions			3
Correct definitions, with psychological theory discussed in relation to the topic			3
Correct definitions, but with some inaccuracy.			2
Generalisations, definitions using anecdotal evidence.			1
No definitions.			0
Cognitive Development			4
Before moving Max was in Concrete Operational Stage (1): logical thinking, classify groups and conserve volume (1)			0-4
When he returned Max was in Formal Operational Stage (1): abstract thinking, ability to form hypothesis and follow an argument (1)			
Moral Development			4
Max was most likely in Level 1 Pre-conventional (1) as he would be following the rules and obeying the law (1)			0-4
When he returned as it states he would do anything for his family Max is most likely in Stage 3 Mutual Interpersonal Expectation (1) loyalty and gains acceptance (1)			
Identity			4
Max left at Stage 4 (Industry vs Inferiority) (1): competence learnt through schooling and relationships with friends will increase. Children can be rewarded for their achievements in school which can lead to competency, however a failure can lead to a feeling of inferiority.(1)			0-4
Max returned Stage 5 (Identity vs Role Confusion) (1): As an adolescent Max tries to find his identity, whereas a failure to find one's identity can lead to role confusion (1)			
Observational Learning			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Use of psychological evidence			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Structure			3
A well-constructed answer, use of appropriate psychological language			3
Answers with well-developed sentences and paragraphs			2
Lack of paragraph structure and incoherent responses			1
Answer is too brief or irrelevant			0
TOTAL			/28

FIVE:

21 Marks

Learning theories (observational learning, classical conditioning, operant conditioning) (3 marks each)	9
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.	3
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.	2
Contains some generalisations and statements consistent with current psychological understandings or produces a short answer without reference to empirical evidence.	1
No answer.	0
Behaviour Modification Techniques (3 marks each)	6
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.	3
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.	2
Contains some generalisations and statements consistent with current psychological understandings or produces a short answer without reference to empirical evidence.	1
No answer.	0
Application to scenario	1
Application is consistent and appropriate	1
No application to scenario or application is irrelevant	0
Evidence	2
Detailed description of two or more examples of relevant psychological research.	2
Refers to one or more examples of research but lacks detail.	1
No evidence or evidence is irrelevant	0
Quality of Extended Response	3
Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication.	3
Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language.	2
Lacks structure, ideas still clear. Colloquial language.	1
Response is too short or is irrelevant.	0
Total	21

- **Possible points to answer question 6:** Answers must be in the context of the question.
- Learning – a relatively permanent change, often of behaviour, that occurs as a result of experience.
- Stimulus-Response models of learning (Classical and Operant Conditioning) suggest we learn through the association of a stimulus to an action/response.
- JB Watson and Little Albert – Human Classical Conditioning
- Little Albert was introduced to a white rat and was unafraid (conditional stimulus). Watson then made a loud noise (unconditioned stimulus), which frightened Little Albert (respondent behaviour). After several pairing, Little Albert showed fear at the presence of the rat (conditioned response). This fear was later generalized to other similar things such as white beards and fur coats.
- Georgia’s parents wanted her to be afraid of snakes and made a loud noise everytime she saw a snake which results in a conditioned response of fear upon seeing a snake.
- Operant conditioning - Learning through experiencing consequences, we repeat behaviours that are rewarded and drop responses that are punished (Thorndike’s Law of Effect).
- Skinner and the Skinner Box
- Box has a number of levers that can be pressed by the animal (rat or pigeon). Food, water, light or a buzzer can be triggered. Animal learns which lever to push (and which to avoid) to get desired outcome.
- Georgia was rewarded when she showed a fear of snakes as her parents thought it important for her to

know to avoid them. Whenever they saw a snake and she moved away from it, she was given praise.

- Observational Learning
- Also called modeling or imitation, suggests we learn or modify behaviours through observing other people's actions and the consequences of their actions. Reciprocal determinism – a person's behaviour is influenced by and also influences the environment.
- Bandura and the Bobo Dolls
- (Bobo doll – large inflatable balloon-shaped creature with a weight in the bottom which makes it bob back up when knocked over) Introduced two groups of children to a bobo doll. Before introduction, one group was shown videos of a woman 'playing' with a bobo doll, kicking it and knocking it over, yelling at it aggressively. The other group did not see any video. Children who saw the film imitated the woman's interactions with the bobo doll, they imitated the behaviour without any reinforcement or punishment. In later experiments, Bandura found that we also choose whose behaviour to imitate.
- Georgia admires her parents/older siblings and noted that they showed fear when they came across a snake, she models this behaviour.
- Token economies are artificial systems of reward and reinforcement. Symbolic markers are given to reward behavior. Markers can then be exchanged for something tangible. Stops a person from becoming "full" and ceasing to respond to reinforce. Markers are not usually withdrawn as a penalty (use other punishment).
- Georgia can have a star chart where everytime she reacts with less fear to a snake, she gets a star, after 10 stars, she is given a nice prize.
- Systematic desensitization – the application of classical conditioning to fears and phobias in humans. Aim to replace the fear response with a more relaxed response. Undertaken by a psychologist, teaches relaxation techniques, draw up list of most-fear provoking through to least, gradually expose patient to the list from least to most, practicing relaxation in between until patient is comfortable – graded exposure.
- Georgia can seek the help of a psychologist to undergo systematic desensitization.
- CBT is used to modify a person's dysfunctional thoughts, beliefs, feelings and behaviours into those that are more helpful. Helping patients understand, manage and change their thoughts and behaviours. Help replace negative feelings with positive ones, reinforce positive actions.
- Georgia can seek the help of a psychologist to undergo CBT.

SIX:**28 MARKS**

Question	10	Guide to Marking Extended Responses	Marks
Definitions			3
Correct definitions, with psychological theory discussed in relation to the topic			3
Correct definitions, but with some inaccuracy.			2
Generalisations, definitions using anecdotal evidence.			1
No definitions.			0
Attachment			6
Attachment types identified (1) and a detailed description of how it would be applied in the scenario (2)			6
Answers could include			
Use of psychological evidence			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Parenting Styles			6
Parenting style identified (1) and a detailed description of how it would be applied in the scenario (2)			6
Answers could include:			
Gender differences - Use of psychological evidence			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
Structure			3
A well-constructed answer, use of appropriate psychological language			3
Answers with well-developed sentences and paragraphs			2
Lack of paragraph structure and incoherent responses			1
Answer is too brief or irrelevant			0
TOTAL			/28

SEVEN:

24 MARKS

Definitions	3
Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.	3
Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.	2
Contains some generalisations and statements consistent with current psychological understandings or definitions are a series of personal opinions.	1
No definition	0
Language Development theories (3 marks each)	6
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.	3
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.	2
Contains some generalisations and statements consistent with current psychological understandings or produces a short answer without reference to empirical evidence.	1
No answer.	0
Impacts on Communication Style - Socio-Economic Background and Gender (3 marks each)	6
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.	3
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.	2
Contains some generalisations and statements consistent with current psychological understandings or produces a short answer without reference to empirical evidence.	1
No answer.	0
Application to scenario	3
Application is consistent and appropriate	2-3
Application is attempted but not applied throughout	1
No application to scenario or application is irrelevant	0
Evidence	3
Detailed description of two or more examples of relevant psychological research.	2-3
Refers to one or more examples of research but lacks detail.	1
No evidence or evidence is irrelevant	0
Quality of Extended Response	3
Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication.	3
Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language.	2
Lacks structure, ideas still clear. Colloquial language.	1
Response is too short or is irrelevant.	0
Total	24

Answers must be in context of scenario

Originally assumed language developed naturally as everyone learnt own language

Language is innate – Chomsky – LAD (Language Acquisition Device)

- ‘black box’ hard-wired for language
- receives native language as input and generates sentences in same language as output
- assumes there are universal rules that could distinguish grammatical sentences from the ungrammatical
- theory paid little attention to the social environment
- Jonathon born in France and started speaking French, however, moved to US and picked up English of those around him.

Language is learned – Bruner – LASS (Language Acquisition Support System)

- Adults assist children to learn language through guidance and interaction
- LASS required LAD and vice versa
- Scaffolding – adult stays one step ahead of child and teaches through familiar routines and

activities (called formats) such as meals and bath-time

- Reference – how to direct and manage attention by linguistic means – starts with pointing and then accompanying with sounds/words
- Joint attention – starts with eye contact, then vocal turn taking, then introducing objects between the two and drawing focus to it, looking gets replaced with pointing
- Book reading is form of reference
- All pushing child further in their learning
- Jonathon's mother used formats in order to continue Jonathon's French skills, she then educated him further in their conversations.

Communication style – the cultural and social aspects of language, depends on culture, socio-economic background and gender, involves accents, vocabulary, grammar and type of ideas expressed. Contributes to our identity, part of our self-image and something by which other people make judgements about us.

Socio-Economic Background

- Bernstein – people from working and middle classes used different kinds of language
- Working class, **restricted code**, preserving traditional roles
- Short, simple sentences, much information conveyed nonverbally, meaning only makes sense if context known, few descriptive words used, commands used to gain compliance, here and now is stressed, abstract ideas rarely expressed
- Middle class, **elaborated code**, developing ideas in relation to personal experience (as well as using restricted code)
- Complex, precise sentences used, meaning is clear from sentence alone, use descriptive words, explanations used to gain compliance, past and future referred to, abstract ideas expressed easily and often
- Children in working class have language deficit because only use inferior restricted code, limiting ability to benefit from education
- Huge influence on education programs for young children in USA in 60s/70s
- Labov – strongly opposed Bernstein
- Worked with children who spoke BEV (Black English Vernacular)
- BEV just as rule-governed and complex as standard English, double negatives used in many European languages
- Should be considered different, not deficient
- Jonathon speaks in “Bronx-style” English – BEV, some people such as Bernstein may say that he has a language deficiency, Labov would say he is different not deficient.

Gender

- Tannen – men and women have different styles of communication which can lead to communication breakdown
- Men use **report talk**, similar to public speaking, comfortable with centre stage, use talk as a way of gaining status and holding attention of audience, used to negotiate and maintain status
- Women use **rapport talk**, based on establishing relationships, developing understandings and negotiating difference
- Women are said to use more confirmatory noises “mmm”, “yeah” to show they're listening, use more indirect requests than men
- Women commonly use 'hedges', used to soften a request or statement (eg. If you don't mind)
Being a male, we can assume Jonathon may use report

Eight:

28 Marks

Description	Marks
Source of the Message	
Maximum of three marks for describing the theory	1-3
Maximum of two marks for application to each advertising campaign.	1-4
<p>Description:</p> <ul style="list-style-type: none"> We are likely to accept the word of people with expertise in the area, even without assessing the validity of their claim. We attribute expertise to people who talk fast. If the message is delivered fast, receiver cannot evaluate validity, and associate this with intelligence. Trustworthiness: Politicians aim to discredit their opponent's trustworthiness. Parents often used in health campaigns Other aspects: Attractiveness, likeability, similarity to message receiver. <p>Examples</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> Expertise: Australian Government Authorized. Expertise: Border Protection Agency. Trustworthiness: Australian Government aiming advertisement at People Smugglers, not refugees. Trustworthiness: Asylum Seeker Recourse Centre. United Nations Expertise: Use of a real Refugee Similarity to message receiver: wearing everyday Australian clothing, worker, family man. 	
Total	7
Nature of the Communication	
Maximum of three marks for describing the theory	1-3
Maximum of two marks for application to each advertising campaign.	1-4
<p>Description:</p> <ul style="list-style-type: none"> When people understand a message and respond favourably to it, they are likely to be persuaded. Keep it simple: Need viewers to understand the information presented Emotional response: campaigns aim to invoke an emotional response in order to change our thinking. Messages are not just absorbed, they are reacted to, and interacted with. If reactions are unfavourable, we are unlikely to respond. Fear as a tool: arouse anxiety so that viewer will attend to the message and be persuaded. Cannot arouse too much anxiety or else viewer will miss the message due to heightened emotional state. High levels of fear can lead to avoidance. Must evoke enough anxiety to change behaviour, but not so much you start to ignore message ie Ignorance is bliss. Danger must apply to recipient and they can do something about it. <p>Examples:</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> Both printed advertisements which are easier to comprehend than TV advertisements. Parents' are often used in political campaigns, this tactic used in ASRC ad. Fear response used in Australian Government advertisement. Emotional response: sympathy for asylum seeker used in ASRC ad. Simple tagline used in Australian government ad to get message across quickly. 	

Total	7
Characteristics of the Audience	
Maximum of three marks for describing the theory	1-3
Maximum of two marks for application to each advertising campaign.	1-4
<p>Description:</p> <ul style="list-style-type: none"> • Age, gender, personality, education, culture, socio-economic standing, relationship to message. • People with pre-existing, strong opinions are less likely to be persuaded • Some have a high need for cognition = enjoy evaluating arguments, finding holes and weighing up pros and cons. • Some have a low need for cognition = likely to be swayed by expertise of person delivering message. • Some bias their information processing in order to preserve messages they don't want to change. <p>Examples</p> <ul style="list-style-type: none"> • <i>May include but not limited to:</i> • Australian Government: indicates it is aimed at people smugglers, however it is aimed at Australian public, message across the government is working to stop the boats. • Aus. Government and ASRC: people with pre-existing opinions will be more easily persuaded depending on which side of the argument they are. • ASRC: aimed at as many people as possible by identifying person in ad as a father, son, brother, works in IT (large industry) 	
Total	7
Use of Psychological Evidence	
<ul style="list-style-type: none"> • 3 to 4 detailed examples of psychological evidence • 3 to 4 examples of psychological evidence, correct but lacking detail • 2 to 3 detailed examples of psychological evidence 	4
<p>Psychological evidence consists 1 to 2 name/statements only without any description.</p> <ul style="list-style-type: none"> • Examples: • <i>May include but not limited to:</i> • We are likely to accept the word of people with expertise in an area, even without assessing the validity of their claim (Smith and Mackie, 2000). • Smith and Schaffer (1995): the use of a fast presentation makes it more difficult for listeners to evaluate the content properly. If the message is delivered fast, receiver cannot evaluate validity, and associate this with intelligence. • Research: links good mood and ability to be persuaded is mixed. When people are in a good mood they won't process information correctly and won't be persuaded in a rational way. • Cacioppo and Petty: High cognition audience is more likely to be persuaded by strong arguments than weak ones. Low cognition audience less likely to be swayed by expertise and trustworthiness. • Cacioppo and Petty: Central and Peripheral persuasion routes. Peripheral: listener agrees based on cues, not content. Central: thoughtful consideration of message content. • Zhu Yunxia: letters to Chinese and Australian residences inviting to a trade fair written in different ways: Australian aimed at logic, Chinese letters aimed at logic and emotion and written formally. • Min-Sun Kim and Colleagues: individualistic cultures and collectivist cultures, hint strategies vs direct strategies of persuasion. 	2
	1
Total	4
Quality of Extended response	
Well-developed sentences and paragraphs and consistent use of appropriate psychological language and correct spelling, grammar and punctuation	3
Coherent response with adequate spelling, grammar, sentence structure and paragraph structure	2
Single paragraph response or lack of paragraph structure and/or poor sentence structure and/or very colloquial language and/or poor English expression and/or many spelling errors	1
Total	3

NINE:

26 Marks

Description	Marks
Examples of biological and environmental factors that can influence the development of intelligence	3
<p>Mark allocation: 1 mark per example to a maximum of 3 marks. Response must include at <i>least one example</i> of a biological factor and at <i>least one example</i> of an environmental factor.</p> <p>Examples</p> <p>Biological factors</p> <ul style="list-style-type: none"> • Genetic predisposition/DNA/heredity • Teratogens, toxins, influence of drugs taken by mother during pregnancy <p>Environmental factors</p> <ul style="list-style-type: none"> • Schooling • Interactions with parents / level of intellectual stimulation • Diet/nutrition 	<p>0-3</p>
Twin studies	3
<p>Mark allocation: 1 mark for description of how the twin studies are carried out 1 mark for results that have been found 1 mark for conclusions that have been drawn from the results</p> <ul style="list-style-type: none"> • Description: Show biological/genetic influence by comparing the correlation between IQ scores of identical (monozygotic) twins who share 100% of their DNA with fraternal (dizygotic) twins who share 50% of their DNA. • Results: the IQ correlation of identical twins is higher than fraternal twins. • Conclusion: Intelligence is influenced by biological factors (genetics) 	<p>0-3</p>
Adoption studies	3
<p>Mark allocation: 1 mark for description of how the adoption studies are carried out 1 mark for results that have been found 1 mark for conclusions that have been drawn from the results</p> <ul style="list-style-type: none"> • Description: Show environmental influence by comparing the correlation between IQ scores of twins or siblings who are reared together with twins or siblings who are reared apart. • Results: the IQ correlation of twins/siblings reared together is higher than twins/siblings reared apart. • Conclusion: Intelligence is influenced by environmental factors (schooling, support, etc.) <p>Note: Adoption studies can also look at biological parent and biological child living together, biological parent and biological child living apart, adoptive parent and child living together</p>	<p>0-3</p>
Language is innate	7

<p>Mark allocation: 1 mark for correct theorist 1 mark for correct name of theory Up to 2 marks for description of the theory Up to 3 marks for description of evidence related to the theory</p> <p>Theorist – Chomsky (1 mark) Theory name - Language acquisition device (LAD) (1 mark) Description of theory -</p> <ul style="list-style-type: none"> • Children are innately predisposed to learn how to talk and understand language (1 mark) • Children are born with a universal grammar – all grammatical information required to produce language (1 mark) <p>Evidence for theory</p> <ul style="list-style-type: none"> • Language development is innate because: <ul style="list-style-type: none"> ○ Children master language skill faster than other abilities (1 mark) ○ Children do not simply copy language or learn all phrases, but uncover rules and then create new unlimited phrases (1 mark) ○ Deep structures (universal grammar) is the same in all languages – therefore is genetically determined (1 mark) 	0–7
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Language is learned	7
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<p>Mark allocation: 1 mark for correct theorist 1 mark for correct name of theory Up to 2 marks for description of theory Up to 3 marks for description of evidence related to theory</p> <p>Theorist: Bruner (1 mark) Theory - Language acquisition support system (LASS) (1 mark) Description of theory -</p> <ul style="list-style-type: none"> • Children learn language through verbal interaction with caregiver, words develop meaning through routines (e.g. bath time) (1 mark) • LASS needs LAD – child component (innate predisposition) and the interaction with others that allows language to be acquired (1 mark) 	0–7
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<p>Evidence for theory</p> <ul style="list-style-type: none"> • Language develops through interaction during routines such as meal times via: <ul style="list-style-type: none"> ○ scaffolding –increasing expectation from caregiver as time progresses ○ reference – gestures together with words. Eventually words replace gestures ○ requires joint attention 	
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Communication skills	3
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Well-developed sentences and paragraphs; uses appropriate psychological language with accurate grammar, spelling, and punctuation.	3
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Clear everyday language with adequate grammar, spelling, sentences and paragraph structure.	2
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Poor literacy skills may interfere with the ability of the marker to understand the response (e.g., very poor spelling, grammar, poor sentence and paragraph structure).	1
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Response is unable to be understood.	0
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Total	26
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ELEVEN:

29 Marks

Description	Marks
Heredity	
Maximum of two marks for describing heredity in relation to this scenario	1-2
Maximum of four marks for applying to the scenario to explain the similarities and differences in behaviour and characteristics (e.g. intelligence and personality)	1-4
Examples Description: <ul style="list-style-type: none"> • Dizygotic twins, share 50% of DNA • accounts for similarities and differences in factors like intelligence and personality, however, environmental influence also accounts for similarities and differences (different friends, teachers, etc.) Similarities and differences: <ul style="list-style-type: none"> • Personality: Marcus and Mary are both kind and consideration (agreeable) but Mary's personality is more like her mother's (shy, introvert) and Marcus's personality is more like his father's (extraverted) • some traits may have been inherited whereas others may have been shaped by their parents • possible supporting evidence: Denise Daniels and Robert Plomin (1985) – adoption studies looking at the role of heredity on shyness. Found that 2-year-olds with shy biological mothers were also shy, however, study also found that 2-year-olds were also shy if their adoptive mothers were shy. Therefore, environmental influence is also important in shaping personality • Intelligence: Marcus and Mary both have high academic results • even though they are only fraternal twins, they are still more similar than siblings • possible supporting evidence: Thomas Bouchard (1990) – identical twins who had been separated at both and reared apart still had more similar intelligence quotients (IQ) than fraternal twins reared together. This shows the importance of heredity in determining intelligence. (Fletcher and Garton, 2007. P. 31-32). 	
Total	6

Description	Marks
Erikson	
Maximum of three marks for describing the theory	1-3
One mark for identifying which stage Marcus and Mary are in	1
Maximum of two marks for application to this scenario to explain similarities and differences.	1-2
Examples Description: <ul style="list-style-type: none"> • focuses on the influence of external/environmental factors on the development of identity and helps to account for some similarities and differences • eight stage theory where crises specific to each stage need to be resolved • successful resolution crises results in virtues and healthy interactions with others • stages build on each other and unresolved issues can be resolved at a later stage Stage: <ul style="list-style-type: none"> • Mary and Marcus are currently in Stage 5: Identity versus role confusion (age 12–18) which requires them to form a sense of identity (who am I? What do I want to be?) • failure to resolve this crisis can result in role confusion and indecisiveness Application: <ul style="list-style-type: none"> • Marcus has a clear idea of what he wants to do (start a band), however, Mary does not know yet (violin or medicine) • this may be a result of previous crises being unresolved by Mary such as not achieving competence in Stage 4 (industry vs inferiority). Marcus appeared to have successfully dealt with the crises. 	

Total	6
Bandura	
Maximum of three marks for describing the theory	1-3
Maximum of three marks for application to this scenario to explain similarities and differences.	1-3
Examples Description: <ul style="list-style-type: none"> Bandura believed that behaviour is learned through observing models (parents, teachers, peers, celebrities) and imitating that behaviour at a later time Observation learning: <ul style="list-style-type: none"> occurs when model is more similar to observer is influenced by the response elicited by the behaviour (positive and negative reinforcement or punishment), and is influenced by the consequences of the behaviour on another individual Supporting study: <ul style="list-style-type: none"> Study: Bobo doll experiment (1961) Children were divided into three groups. Group 1 watched a recording of a model acting aggressively towards a bobo doll. Group 2 watched a recording of a model acting non-aggressively towards a bobo doll. Group 3 were not shown any recording of a model. The children were then allowed to play with toys (and a bobo doll) and were observed. Those who observed aggressive models were more aggressive towards the bobo doll than those who watched the non-aggressive model. Boys were also more likely to imitate the behaviour of same-sex models, however, this was not the case for girls and same-sex models. A later study by Bandura (1965) showed that if a model is punished for aggressive behaviour, children are less likely to imitate that behaviour. 	

Description	Marks
Application: <ul style="list-style-type: none"> Marcus and Mary have learnt a lot of their behaviours through observation of their parents and siblings Marcus is happy to follow in the footsteps of his brother and father by pursuing a 'career' in music. Marcus sees that his brother is rewarded with music by being able to travel the world Mary sees this but also looks to her mother as a role model and observes her feeling rewarded by helping people. 	
Total	6
Use of psychological evidence – Quantity	
Many statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study)	3
Several statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	2
One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	1
Total	3
Use of psychological evidence – Quality	
Two or more examples of detailed relevant psychological evidence (e.g. 3-4 sentences about a theory and/or specific research study method and findings)	4
One example of detailed relevant psychological evidence (e.g. 3-4 sentences about a theory and/or specific research study method and findings)	3
One or more examples of relevant psychological evidence, including some description (e.g. 1-2 sentences).	2
Psychological evidence consists of names/statements only, without description (e.g. name of study, name of researcher, name of theory)	1

Total	4
Quality of extended response	
Well developed sentences and paragraphs and consistent use of appropriate psychological language and correct spelling, grammar and punctuation	3
Coherent response with adequate spelling, grammar, sentence structure and paragraph structure	2
Single paragraph response or lack of paragraph structure and/or poor sentence structure and/or very colloquial language and/or poor English expression and/or many spelling errors	1
Total	3
Overall total	28

TWELVE:

Description	Marks
Attachment	
Maximum eight marks for describing the theory and use of empirical evidence	1-8
<ul style="list-style-type: none"> • Description and Examples: • Critical Period – an optimal period shortly after birth when certain events must take place to facilitate proper development. • Imprinting - The process by which certain animals form attachments during a critical period very early in life. • Eg: ducklings – Konrad Lorenz • Bowlby and Ainsworth - (4 marks maximum) • The formation of a close emotional bond with a parent or caregiver • Critical Period: Infancy • Bowlby: A child should receive the continuous care of a single most important attachment figure for approximately the first two years of life. • The Strange Situation: • Type A – Anxious Avoidant infants: showed insecurity by ignoring their mothers, failing to look at her and not trying to be close to her. • Type B – Secure infants: used their mother as a secure base from which to explore the room. • Type C – Anxious-resistant infants: show insecurity by resisting their mother, such as by clinging to her but also kicking and pushing away • Ainsworth believed the type of attachment relationship formed between mother and child depended on how sensitive and responsive the mother was to her child's signals. • According to the study, the children who have a secure attachment by 12 months they will have: <ul style="list-style-type: none"> ❖ curiosity and problem solving at age 2, ❖ social confidence at age 3, ❖ empathy and independence at age 5, ❖ lack of behavioral problem in boys at age 6. <p>Harlow – (3 marks Maximum)</p> <ul style="list-style-type: none"> • Critical Period: Infancy • Conducted the experiment where rhesus monkey babies were separated from their natural mothers and reared by surrogates. One cloth covered and the other wire mesh. • The monkeys cling to terry cloth mothers even though the wire mesh mothers had the bottle. • This shows 'contact comfort' is a more important and needed for closeness and affection much deeper. 	
Total	8
Cognitive Development	
Maximum six marks for describing the theory and use of empirical evidence	1-6
<ul style="list-style-type: none"> • Description and examples: • (students can choose any of the stages as long as they clearly and correctly describe the stage and make the link as to why this stage is "Critical" in development.) 	

<ul style="list-style-type: none"> • A critical period in psychology refers to a specific time during development when the brain is particularly receptive to acquiring a skill or knowledge. When exposure occurs after this critical period has elapsed, it is much less effective. • Piaget’s theory or cognitive development: The process of intellectual development - the progressive changes that occur in human thinking, knowing, understanding, problem solving an information processing. Created developmental stages: • <i>(student can choose any of the stages as long as they clearly and correctly describe the stage and make the link as to why this stage is “Critical” in development.)</i> • Sensori-Motor: During this stage children are mainly concerned with learning to coordinate purposeful movements with information from the senses by looking at, touching and mouthing objects in their immediate environment. They gradually learn that there is a relationship between their actions and the external world. They learn that they can manipulate objects and produce effects. Object permanence, or an understanding that objects continue to exist when they are out of sight, emerges at this stage. At approximately 18 months of age, children begin to actively pursue disappearing objects. By age 2 years, they can anticipate the movement of an object behind a screen. • Pre-Operational Stage: Before the age of 6 or 7 years, children’s thinking is very concrete. Younger children cannot make transformations. This means they are not able to mentally change the shape or form of a substance. Children begin to think symbolically and use language. Children have a tendency to confuse words with the objects they represent. To children, the name of an object is as much a part of the object as its size, shape and colour. During the preoperational stage, the child is also quite egocentric. The child’s ego seems to stand at the centre of their world. • Concrete Operational: From age 7 to 11/12, there is a definite trend toward more logical, adult-like thought. An important development during this stage is mastery of conservation, the concept that mass, weight and volume remain unchanged when the shape of an object changes. Children begin to use concepts of time, space and number and have the ability to reverse thoughts or mental operations. • Formal Operational Stage: 11+. At this stage thinking is based more on abstract principles, such as democracy or honour. In the formal operational stage, children can think about their thoughts, and they become less egocentric. Older children and young adolescents also gradually become able to consider hypothetical possibilities. Full adult intellectual ability is attained during the formal operational stage. Inductive and deductive reasoning, comprehension of more advanced mathematics, physics, philosophy, psychology and other abstract systems. 	
Total	6
Moral Development	
Maximum six marks for describing the theory and use of empirical evidence	1-6
<p>Description and examples:</p> <ul style="list-style-type: none"> • Through moral development, we acquire values, beliefs and thinking abilities that guide responsible behaviour. • Kohlberg’s theory of Moral Development: Heinz Dilemma, Moral development occurs in stage sequence, unlike Piaget does not need to progress through the stages in age ranges and do not need to progress through all stages. • 3 levels, 6 stages. • Level 1: pre-conventional. Stage 1: Punishment Avoidance/Obedience Orientation. Stage 2: Exchange of Favours • Level 2: Conventional. Stage 3: Mutual interpersonal expectations and conformity. Stage 4: Social System and Conscience maintenance. • Level 3: Post Conventional. Stage 5: Prior rights and social contracts. Stage 6: Universal Ethical Principles • Gilligan’s female levels of Moral development: • Level 1: Self-interest. Women justified their responses solely in terms of their own needs and wishes • Level 2: Self-sacrifice. Women at this level argued in terms of the rights of others, referring to the wishes of the partner or the rights of the unborn child • Level 3: Care as a universal obligation. Women reasoning at this level tried to reach balance between care for others and personal well-being. • Cultural ideas: Schweder’s 39 scenarios, Santrock’s study on Buddhist Monks • Conclusions related to sensitive periods: Strong evidence for children progressing through Kohlberg’s stages as predicted – across cultures. Most people do not go beyond Stage 4. Difficult to distinguish between stages 5 & 6. Cultural variations not accounted for by Kohlberg. Gender Bias accounted for by Gilligan. • Sensitive/Critical Period: Personal experience at any age in life can affect moral reasoning. So sensitive period not necessarily an age range but more specifically a period in life like personal experience with family member dying of cancer 	

	6
Total	

Identity Development

Maximum six marks for describing the theory and use of empirical evidence	1-6
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Description and examples:
 1 mark for definition of sensitive period as defined by Erikson
 Up to 2 marks for description of theory and identifying all stages.
 1-3 marks for clear description of one stage and linking that to critical period.

- Sensitive periods open a window of opportunity where experiences have a greater impact on certain areas of brain development. During sensitive periods, the brain is most likely to strengthen important connections and eliminate unneeded ones in a specific part of the brain.
- *(student can choose any of the stages as long as they clearly and correctly describe the stage and make the link as to why this stage is "Critical" in development.)*
- However best stage to select for this section is Adolescence: Identity vs Role Confusion.
- Erikson's Identity Theory: *Identity formation* - Erikson's view was that the social environment combined with biological maturation provides each individual with a set of "crises" that must be resolved. **The individual is provided with a "sensitive period" in which to successfully resolve each crisis before a new crisis is presented.** This would help to lead the person to develop a *sense of identity* – the enduring personality characteristics of each person. The results of the resolution, whether successful or not, are carried forward to the next crisis and provide the foundation for its resolution.

Stages:

Stage	Crisis	Explanation (including virtues and maladaptions)
Infancy	Trust vs Mistrust	Child develops a belief that the environment can be counted on to meet his or her basic physiological and social needs. Requires bonding to a care giver to develop trust. If not, this can lead to mistrust of the world around them.
Toddlerhood	Autonomy vs Shame and Doubt	Autonomous in the form of walking, talking, using toilet, feeding themselves. This leads to self confidence/self – control Over-protection/disapproval can lead to shame & doubt on ability to be independent
Early Childhood	Initiative vs Guilt	Child learns to initiate interactions through social skills, to explore through motor skills, to imagine, as well as feeling remorse for actions. Must accept parental control and discipline without feeling guilt.
Middle Childhood	Industry vs Inferiority	Child learns to do things well or correctly /competently (<i>industry</i>) in comparison to a standard or to others. Positive relationships with friends/peers achieved at school. Failure to achieve competence (<i>industry</i>) leads to a feeling of inferiority.
Adolescence	Identity vs Role Confusion	Develops a sense of self "Who am I" in relationship to others and to own internal thoughts and desires <ul style="list-style-type: none"> • social identity • personal identity Must include all resolutions to earlier crises. Failure to resolve the identity conflict will lead to role confusion, indecision, avoidance to commit.
Young Adulthood	Intimacy vs Isolation	Develops ability to give and receive love; begins to make long-term commitment to relationships Failure to achieve this, means a young adult is unable to form an intimate r'ship and sink into isolation

Middle Adulthood	Generativity vs Stagnation	Develops interest in guiding the development of the next generation. Focus on work (providing for children & their future) and family r'ships. Leaving a legacy for the future. Failure to resolve can lead to self-centeredness and stagnation	
Later Adulthood	Ego-integrity vs Despair	Develops a sense of acceptance of life as it was lived and the importance of the people and relationships that individual developed over the lifespan. Positive & satisfactory vs disappointing & unsatisfactory. Can view death with a sense of integrity. If not death may be feared or the individual feel despaired.	
Total			6
Quality of extended response			
Well-developed sentences and paragraphs and consistent use of appropriate psychological language and correct spelling, grammar and punctuation			3
Coherent response with adequate spelling, grammar, sentence structure and paragraph structure			2
Single paragraph response or lack of paragraph structure and/or poor sentence structure and/or very colloquial language and/or poor English expression and/or many spelling errors			1
Total			3
Overall Total			29

THIRTEEN

28 Marks

Description	Marks
Stage of cognitive development	
Identifies stage – Pre-operational stage	1
Outline of features could include: <ul style="list-style-type: none"> • children cannot think logically yet/unable to complete basic mental problems • symbols, images and language used to represent world. 	1
Subtotal	2
Two characteristics (conservation & egocentrism)	
States conservation	1
Features <ul style="list-style-type: none"> • Inability to understand that a change in objects shape does not indicate a change in weight, mass, volume or area 	1
Application to scenario <ul style="list-style-type: none"> • Joshua doesn't understand that just because his mum has changed to a different size bowl (1), the amount of spaghetti has not changed (1) 	1-2
States egocentrism	1
Features <ul style="list-style-type: none"> • Inability to perceive world from other's perspective 	1
Application to scenario <ul style="list-style-type: none"> • Joshua doesn't understand that others don't have the same likes as him (1) and that his grandmother probably wouldn't like a remote control car (1) 	1-2
Subtotal	8
Two cognitive processes (Assimilation & Accommodation)	
States assimilation	1
Definition Refers to interpreting a new experience in terms of an existing schema	1
Example in the scenario <ul style="list-style-type: none"> • Joshua had an existing schema about four legged animals/dogs. Assimilated Zebras into this schema and now understands that although they both have four legs, dogs and zebras they are different animals. 	1-2
States accommodation	1
Definition <ul style="list-style-type: none"> • New experiences cause schemata or schemas to change or modify 	1
Example in the scenario <ul style="list-style-type: none"> • Mary taught him to adjust his schema of four legged animals to fit new information about the Zebra/ schemas become more complex 	1-2
Subtotal	8
Use of psychological evidence – Quantity	
Many statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study)	3
Several statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	2
One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	1
Subtotal	3
Use of psychological evidence – Quality	
Two or more examples of detailed relevant psychological evidence (e.g. 3-4 sentences about a theory and/or specific research study method and findings)	4

One example of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	3
One or more examples of relevant psychological evidence, including some description (e.g. 1–2 sentences).	2
Psychological evidence consists of names/statements only, without description (e.g. name of study, name of researcher, name of theory)	1
Subtotal	4
Quality of extended response	
Well-structured response with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout.	3
Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation.	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
Subtotal	3
Overall total	28

FIFTEEN:

21 Marks

Question	12	Guide to Marking Extended Responses	Marks
Introduction			3
Correct definitions, with psychological theory discussed in relation to the topic			3
Correct definitions, but with some inaccuracy.			2
Generalisations, definitions using anecdotal evidence.			1
No definitions.			0
Conformity			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Group Polarisation			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Attribution theory			5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher			4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only			2-3
One or more personal or real life examples provided as evidence			1
No psychological evidence or incorrect evidence			0
Structure			3
A well-constructed answer, use of appropriate psychological language			3
Answers with well-developed sentences and paragraphs			2
Lack of paragraph structure and incoherent responses			1
Answer is too brief or irrelevant			0
TOTAL			/21

SIXTEEN:**28 Marks**

	Mark s
Conformity	5
Correct and detailed description	4-5
Correct description but is missing information	2-3
Contains some generalisations and statements consistent with current psychological understandings	1
Obedience to authority	5
Correct and detailed description	5
Correct description but is missing information	3-4
Contains some generalisations and statements consistent with current psychological understandings	1-2
Application - conformity	5
Correctly explains process and applies to scenario	5
Correct description and application to scenario but is missing information	3-4
Incorrect description and/or inaccurate application to scenario	1-2
Application - obedience	5
Correctly explains process and applies to scenario	5
Correct description and application to scenario but is missing information	3-4
Incorrect description and/or inaccurate application to scenario	1-2
Psychological evidence	5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher)	4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only)	2-3
Real life examples provided as evidence	1
Communication skills	3
A well-constructed answer including an introduction, use of appropriate psychological language	3
Answers with well-developed sentences and paragraphs	2
Lack of paragraph structure and incoherent responses	1
Total	28

SEVETEEN:

28 Marks

Description	Marks
Impact of presence of others	
States social facilitation	1
Definition <ul style="list-style-type: none"> Boost in performance due to presence of others 	1
States social inhibition	1
Definition <ul style="list-style-type: none"> Complex tasks and presence of others leads to decreased performance 	1
Application to scenario <ul style="list-style-type: none"> Seth's performance is poorer when doing tricks in the presence of others as it was a complex task and he might feel nervous and over-aroused, which leads to him making mistakes Seth was able to perform tricks well on his own as his arousal level was lower as there was no one else present to make him feel nervous 	1-2
Subtotal	6
Influence of conformity	
Effect of conformity on group behaviour <ul style="list-style-type: none"> Members conform to standards (social norms) of group to fit in and be accepted (normative social influence) Failure to conform to standards can lead to objection and possible removal from group 	1-2
Application to scenario <ul style="list-style-type: none"> All the boys conform to the expectations that Kit will get to pick the teams and be the captain of the team Seth conforms to group standards as he does not want to stand out from the group 	1-2
Subtotal	4

Two conflict resolution techniques	
States negotiation	1
<ul style="list-style-type: none"> Both parties have shared interests so it is in their best interests to come together to reach an agreement 	1
States mediation	1
<ul style="list-style-type: none"> Bringing in a third party such as an umpire would help to settle disputes over rules of the game 	1
Subtotal	4
Two types of solution	
States integrative	1
<ul style="list-style-type: none"> Both sides benefit from decision reached (e.g. teams take it in turns to kick off on first on alternate weeks) 	1
States imposed	1
<ul style="list-style-type: none"> If they bring in an umpire to resolve the conflict, one team might get what they want and the other team will be unhappy 	1
Subtotal	4
Use of psychological evidence - Quantity	
Many statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study)	3

Several statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	2
One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	1
Subtotal	3
Use of psychological evidence – Quality	
Two or more examples of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	4
One example of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	3
One or more examples of relevant psychological evidence, including some description (e.g. 1–2 sentences).	2
Psychological evidence consists of names/statements only, without description (e.g. name of study, name of researcher, name of theory)	1
Subtotal	4
Quality of extended response	
Well structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout.	3
Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation.	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
Subtotal	3
Overall total	28